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ABSTRACT

The survey assessed the bilingual education needs of American Indian children enrolled in Federal Schools, contract schools, or public schools receiving Johnson-O'Malley (JOM) funds. Survey objectives were to: (1) identify total numbers of Indians with bilingual education needs by states, school districts, and Bureau of Indian Affairs (BIA) areas; and (2) gather supplemental data on the number of Indian parents with limited English-speaking ability who would be interested in pursuing a special bilingual program tailored to their needs, the number of teachers and aides needing bilingual education training, the adequacy of and funding sources for existing bilingual education programs, and bilingual program needs regarding the various activities authorized under P.L. 93-380. Questionnaires were distributed to all 494 JOM participating school districts in 23 states and to each BIA Area Office for redistribution to each Federal or contract school under the Area's jurisdiction. Archival information was obtained in some instances through telephone contacts and site visits. A total of 446 schools responded. Findings included: 46,582 Indian children were perceived to have bilingual education needs; the bilingual education needs of 15,255 Indian children were being partially or fully met through existing programs; and there were 42,454 Indian children whose bilingual education needs were not being met. (NQ)

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ED128151

RESEARCH AND EVALUATION REPORT SERIES NO. 36

SURVEY OF BILINGUAL EDUCATION NEEDS OF INDIAN CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
P. O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

OCTOBER 1975

RC009429

THOMAS S. KLEPPE, SECRETARY
DEPARTMENT OF THE INTERIOR

MORRIS THOMPSON, COMMISSIONER
BUREAU OF INDIAN AFFAIRS

DIRECTOR
OFFICE OF INDIAN EDUCATION PROGRAMS
WASHINGTON, D. C.

WILLIAM J. BENHAM, ADMINISTRATOR
INDIAN EDUCATION RESOURCES CENTER
ALBUQUERQUE, NEW MEXICO

THOMAS R. HOPKINS, CHIEF
DIVISION OF EVALUATION, RESEARCH, AND DEVELOPMENT
ALBUQUERQUE, NEW MEXICO

JON C WADE, CHIEF
DIVISION OF EDUCATIONAL ASSISTANCE
ALBUQUERQUE, NEW MEXICO

"EVERY CHILD IS HARMED IF HE LOSES FULL USE OF HIS MOTHER TONGUE.

"THE INDIAN CHILD . . .IS NOT JUST DAMAGED IN SCHOOL; HE IS ALMOST DESTROYED."

-- Dr. Bruce Gaarder of the U.S. Office of Education, testifying before a Congressional Committee

SURVEY OF

BILINGUAL EDUCATION NEEDS

OF INDIAN CHILDREN

Enrolled In:

a) Federally Operated Schools

b) Federally Funded Contract Schools

c) Public Schools Receiving Funds
Under The Johnson O'Malley Act

In Compliance With:

Public Law 93-380
Section 722

> "(d) The Secretary of the Interior shall, together with the information required in the preceding subsection, submit to the Congress and the President, an assessment of the needs of Indian children with respect to the purposes of this title in schools operated or funded by the Department of the Interior, including those State educational agencies and local educational agencies receiving assistance under the Johnson-O'Malley Act (25 U.S.C. 452 et seq.) and an assessment of the extent to which such needs are being met by funds provided to such schools for educational purposes through the Secretary of the Interior.

Under:

BUREAU OF INDIAN AFFAIRS
Contract # 14-20-0150-1233

October, 1975

NATIONAL INDIAN TRAINING AND RESEARCH CENTER
2121 South Mill Avenue Suite 204
Tempe, Arizona 85282
(602) 967-9484

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MINI-SUMMARY

1. There are 169,482 Indian children enrolled in schools operated or funded by the Department of the Interior, including schools operated by States and local educational agencies receiving assistance under the Johnson O'Malley Act (25 U.S.C. 452 et seq.).

2. Based on questionnaire reports received from the affected schools and/or school districts, 46,582 Indian children are perceived to have bilingual education needs (under the definitions provided in P.L. 93-380).

3. An additional 11,127 Indian children are projected to have bilingual education needs based on estimates made from Indian enrollments in schools and districts that did not respond to the questionnaire.

4. The total number of children with bilingual education needs is computed to be 57,709.

5. Under present levels of funding, schools and school districts report that the bilingual education needs of 15,255 children are being partially or fully met through existing programs.

6. The number of Indian children with UNMET BILINGUAL EDUCATION NEEDS is computed to be 42,454.

BOX SUMMARY

Indian Children and Bilingual Education Needs

	Total Enrollment	No. With B-E Needs	No. Whose B-E Needs Are Being Met	No. With UNMET B-E Needs
BIA Schools	46,709	26,117	8,177	17,940
Contract Schools	3,042	1,091	837	250
JOM Public	119,731	30,501	6,241	24,260
Total	169,482	57,709	15,255	42,454

INTRODUCTION

The Congress in amending the Elementary and Secondary Education Act through P.L. 93-380 mandated an assessment of the bilingual education needs of Indian children enrolled in schools operated or funded by the Department of the Interior including public schools receiving funds through the Johnson O'Malley Act. In addition the required assessment is to show the extent to which bilingual education needs are being met under the present level of funds available.

The National Indian Training and Research Center, an independent Indian-controlled corporation, contracted to conduct the required bilingual education needs survey.

SURVEY OBJECTIVES

The objectives of the survey were:

(1) To identify total numbers of Indians with bilingual education needs by states, school districts and BIA areas; and

(2) To gather supplemental related information on the following:

   (a) estimate of Indian parents with limited English-speaking ability who would be interested in pursuing a special bilingual program tailored to their needs

   (b) numbers of teachers and teacher aides in need of bilingual education training

   (c) the adequacy of present programs

(d) sources of funding for existing bilingual education programs

(e) a listing of bilingual program needs in relation to the various activities authorized under P.L. 93-380.

DEFINITIONS

The definitions of terms as used in this study are as follows:

1. Indian children means children of American Indian or Native Alaskan parentage.

2. An Indian child with a bilingual education need is a child with limited English speaking ability who comes from a home where the Indian (or Native) language is the dominant language spoken.

3. JOM Public School is any school in a public school district that receives assistance through the Johnson O'Malley Act administered by the Department of the Interior.

4. Federal schools are schools operated by the Bureau of Indian Affairs and are referred to usually as BIA schools.

5. Contract school means an Indian operated school that receives total or partial funding through the Department of the Interior.

SURVEY DESIGN

The primary approach involved the development of an easy-to-complete questionnaire. It was designed to be completed by a knowledgeable official at the school level. The assumptions for this rationale were (1) that very little relevant data could be found at most higher administrative levels, (2) time constraints precluded the possibility of conducting on-site sociolinguistic studies, (3) the local officials work closest to the problem.

The questionnaires were distributed directly by mail to all 494 JOM participating school districts in 23 states as listed in the BIA (1975) directory. Questionnaires were provided to each BIA Area Office for redistribution to each Federal or contract school under the Area's jurisdiction.

A copy of the questionnaire with covering letters is shown in the Appendix.

Due to the time factor it was anticipated that responses from Alaska schools would be late; hence a survey representative was sent to Juneau to research any available records of both BIA and State that would be helpful in ascertaining the bilingual education needs of Alaskan Native children. Follow-up telephone contacts were made to key districts and schools whose reports were not received at the time of initial tabulation.

The population for the survey was considered to include all Indian and Native Alaskan children attending Federally operated or contract schools and public schools receiving JOM funds. It was assumed, however, that a 100% response could not be secured and a sampling approach would be needed in a number of situations. Estimates based on numbers and percentages of responses received will be used to report summary data later in this report. Estimates used were checked for validity against available archival data.

DATA PROCESSING

Data on bilingual education needs of American Indian children were received and synthesized in several ways. The major data collection was derived from questionnaire returns while archival information was obtained in some instances through telephone contacts and site visits.

Of first concern for information processing was the separation of responses into positive and negative replies. That is, any school which does not enroll Indian children of limited English speaking ability (under the definition given in the law) were given the option of a negative reply.

Schools enrolling Indian children with limited English speaking ability were asked to complete the entire questionnaire. As will be evident in the following section, response was adequate, and provides a very good sample for deriving total projected figures.

Telephone responses constituted a special problem in data gathering. It was frequently difficult for the telephone interviewer to locate an official of a given school who was willing to speak for that school in view of a lack of local bilingual education needs data at hand.

Based on responses, it is fair to say that few schools have conducted comprehensive needs assessments from which objective data may be derived.

HOW WELL DID SCHOOLS RESPOND?

In view of the time constraints the overall response was exceedingly good. Table 1 reflects the overall totals of questionnaires returned.

TABLE 1

	Number of Questionnaires Sent Out	Number of Questionnaires Returned*	% of Return
BIA Schools	193	135**	70%
Contract Schools	15	12	80%
JOM Public Schools	494	299	61%

* including reports by telephone.

** Juneau Federal schools account for 52 not returned due to time factor. Excluding Juneau 96% of Federal schools responded.

SURVEY FINDINGS

Results of the survey, including summary data and related information are presented in the following tables and statements.

Table 2 (a, b, c & d)

Tables numbered 2a, 2b, 2c and 2d present the hard data received from responses to questionnaires along with the totals projected from these data plus telephone interviews and archival information. These tables constitute the core of survey findings.

TABLE 2a

BIA Schools: Perceived Needs

BIA Area	Number of Schools	Number of Responses	Total Indian Enrollment	Number of Indian children with bilingual education needs			
				Reported	Additional No. Projected	Totals	(%)
Aberdeen	28	24	9,124	2,225	149	2,374	(26%)
Albuquerque	14	13	3,468	2,095	117	2,212	(60%)
Muskogee & Anadarko	7	7	1,973	42	-	42	(2%)
Eastern	9	8	2,679	1,642	20	1,662	(61%)
Juneau	55	3*	5,866	31	2,463	2,494	(42%)
Navajo	58	58	17,799	14,934	-	14,934	(84%)
Phoenix	21	20	5,585	2,043	345	2,388	(43%)
Portland	1	1	215	11	-	11	(5%)
Totals	193	134	46,709	23,023	3,094	26,117	(56%)

* Time factor precluded receipt of more responses.
Archival data used.

TABLE 2b

Contract Schools: Perceived Needs

	Number of Schools	Number of Responses	Total Indian Enrollment	Number of Indian children with bilingual education needs		
				Reported	Additional No. Projected	TOTALS
Totals	15	12	3,042	985	106	1,091

TABLE 2c

JOM Public Schools: Perceived Needs

State	Number of Districts	Number of Responses	Total Indian Enrollment	Number of Indian children with bilingual education needs		
				Reported	Additional No. Projected*	Totals
Alaska	38	15	22,901	718	3,620	4,338
Arizona	29	12	19,839	6,767	1,716	8,483
California	13	8	1,940	-0-	-0-	-0-
Colorado	2	1	897	388	386	774
Florida	24	8	245	41	13	54
Idaho	13	8	1,648	86	146	232
Iowa	1	0	231	-0-	23	23
Kansas	2	1	220	-0-	-0-	-0-
Oklahoma	142	77	14,579	1,358	570	1,928
Oregon	5	5	1,113	26	-0-	26
Michigan	6	5	711	-0-	-0-	-0-
Minnesota	27	25	4,342	211	35	246
Mississippi	5	2	96	44	-0-	44
Montana	38	18	6,424	981	114	1,095
Nebraska	5	4	865	251	19	270
New Mexico	22	16	23,033	9,654	902	10,556
North Dakota	13	13	2,170	25	-0-	25
Nevada	12	7	2,710	178	180	358
South Dakota	23	19	4,783	285	203	488
Utah	4	3	1,948	1,486	-0-	1,486
Washington	41	28	5,983	-0-	-0-	-0-
Wisconsin	23	18	2,023	-0-	-0-	-0-
Wyoming	6	5	1,030	75	-0-	75
Totals	494	299	119,731	22,574	7,927	30,501

* Projected for districts that did not report but are known to have eligible bilingual children.

TABLE 2d

Grand Totals: BIA, Contract and JOM Public Schools*

	No. of Schools and/or School Districts	Number of Responses	Total Indian Enrollment	Number of Indian children with bilingual education needs			Percent Bilingual Need
				Reported	Additional No. Projected	Totals	
BIA	193	134	46,709	23,023	3,094	26,117	56
Contract	15	12	3,042	985	106	1,091	33
JOM Public	494	299	119,731	22,574	7,927	30,501	25
Grand Totals	702	445	169,482	46,582	11,127	57,709	114

* It should be noted that public school districts usually include more than one attendance unit. BIA data, on the other hand, are reported by individual schools.

Negative Replies

Provision was made in the questionnaire for a negative response by schools which concluded that their enrolled Indian students do not meet the criterion of limited English speaking ability.

TABLE 3

Negative Replies

	Total Number of Responses	Total Number of Negative Replies	Total Number of Positive Replies
BIA Schools	135	21	114
Contract	12	5	7
JOM Public	299	228	71

How Well Are Bilingual Education Needs Being Met Through Existing Programs?

Many schools did not respond to specific questions related to how well bilingual education needs are being met through existing programs. The data reported here includes only that hard data actually received from the districts and schools. No attempt has been made to project additional program data that may exist. Nevertheless, the data point to the kinds of specific activities (authorized in the amendments to Title VII) that are needed if the full intent of P.L. 93-380 is to be realized. These data are presented in exhibits A through G.

EXHIBIT A

Survey Question: "Has a formal bilingual education needs assessment been conducted in your district?"

	Yes	No	Results on file & available (completed instr.)		Were Indian parents included in the needs assessment?	
			Yes	No	Yes	No
BIA	18	57	13	7	12	7
Contract	2	3	1	0	1	0
JOM Public	35	34	24	10	29	6
Totals	55	94	38	17	42	13

149 out of 192 responded.

EXHIBIT B

Survey Item: Number of children with bilingual education needs (by grade category). (Some schools did not provide this breakdown.)

	Pre-School	Kindergarten	Elementary	Secondary
BIA	2,156	1,903	16,292	4,570
Contract	250	103	606	276
JOM Public	3,277	3,619	9,164	6,791
Totals	5,683	5,625	26,062	11,637

3,258 not accounted for.

EXHIBIT C

Survey Question: "Does your school now have any bilingual education programs?"

Response:

	Yes	No
BIA	43	44
Contract	6	1
JOM Public	42	29
Totals	91	74

(165 of 192 total positive responses replied to this question.)
55 percent positive response.

EXHIBIT D

Survey Item: "Our present programs adequately meet the bilingual education needs of our school children."

	Strongly Agree	Agree	Disagree	Strongly Disagree
BIA	4	25	32	9
Contract	3	0	1	1
JOM Public	3	26	35	8
Total	10	51	68	18

147 out of 192 responded. 42 percent said that needs were being met while 58 percent said that needs were not being met.

EXHIBIT E

Survey Question: "How many children are being served in the presently funded programs?"

	Pre School	Kinder-garten	Elemen-tary	Secon-dary	Adults
BIA	276	1,311	9,530	1,228	22
Contract	45	112	657	156	40
JOM Public	78	1,763	8,289	2,480	131
Total	399	3,186	18,476	3,864	193

55 percent indicated some degree of being served.

EXHIBIT F

Survey Question: "How is the present program (or programs) funded? (Check all that are applicable)"

	Title I ESEA	Title VII ESEA (amended)	Title IV Indian Education Act	JOM	Regular School Budget	Tribal Funds	Other
BIA	44	5	5	1	32	3	4
Contract	2	2	2		1		1
JOM Public	22	15	22	28	24	1	14
Totals	68	22	29	29	57	4	19

EXHIBIT G

Survey Item: "Perceived Bilingual Program Needs by Authorized Activities"

	Number Schools or Districts Indicating Need For Activity	Number To Be Involved*
1. Special instruction in English language skills.	94	16,346
2. Instruction in Native language skills.	85	12,838
3. Subject matter instruction using the child's first (native) language.	61	5,781
4. Instruction in the culture and heritage of the child.	95	21,013
5. Research in bilingual education (e.g. in-depth needs assessment, evaluation, etc.).	87	13,459
6. Preservice and in-service training of teachers.	111	2,446
7. Preservice and in-service training of classroom Aides.	113	1,472
8. Preservice and in-service training for administrators.	106	320
9. Training for parents of children included in a bilingual education program.	85	6,108
10. Employment of bilingual counselors.	86	369
11. Training of bilingual counselors.	75	354
12. Fellowships for graduate study-teachers.	74	818
13. Program to establish closer cooperation between the home and the school.	96	4,822

	Number Schools or Districts Indicating Need for Activity	Number To Be Involved*
14. Program in early childhood bilingual education.	75	3,378

* Approximately one-half of the schools that checked the activity as needed did not supply the number to be involved.

Related Information Findings

A sequence of items focusing on staffing needs asked first whether teachers currently employed by the school or district have been trained to teach in bilingual education programs. Of the total of 192 positive overall replies to the questionnaire 170 responded to this item. 97 (57%) of those responses were in the affirmative while 73 (43%) responded negatively.

The next item in this sequence asked whether the school (or district) now employs bilingual aides in its program. A total of 171 responded to this question, of which 152 (89%) answered in the affirmative with 19 (11%) answering in the negative.

The third item referred only to the foregoing negative responses, and asked whether bilingual adults are available in communities that are not now employing bilingual aides in their school programs. A total of 42 responses were received to this question, 30 (71%) answering in the affirmative and 29% in the negative.

The question was asked, "Do parents generally favor bilingual education programs for their children?" Of the schools responding, 79% reported Yes and 21% reported No.

To the question "To your knowledge does the tribe (or local Indian group) have a funded program for adults that is related to bilingual education?" A total of 145 (out of 192 positive need responses) responded as follows

Yes - 34 No - 111

The respondents were asked at one point to indicate the number of parents with a limited English speaking ability believed to be interested in pursuing an adult bilingual education program tailored to their needs. Only a minimal number responded to this item. No defensible projections could be made on the basis of the numbers provided. Again the need for a systematic assessment of needs at the local level is indicated.

SUMMARY AND CONCLUSIONS

The overall objectives of the study called for an assessment of the extent to which perceived needs are being met by existing programs in order to ascertain the level of unmet needs.

1. The responses to the survey reveal there is wide discrepancy among educators in defining bilingual education and interpreting bilingual education regulations.

2. Only about 1/3 of the schools (or districts) have comprehensive needs assessments from which objective data could be derived. The bulk of the data provided was based on estimates. This may account for the fact that many respondents omitted statistical items on the questionaire.

3. Not all Indian parents favor a bilingual education program for their children. Approximately 21% of the respondents indicated a negative reply to this item. This points up the need for continued parent involvement in conducting needs assessments and designing programs to follow.

4. The number of negative responses reveals that the levels of perceived overall needs are low in the total of JOM public schools responding. The reverse is true in the returns from BIA and contract schools. Two possible explanations for this polarity are suggested: (1) public schools (even reservation-based public schools) are located in larger population centers and children are generally more acculturated and more dominantly English speaking; and (2) respondents may reflect less sensitivity and appreciation for bilingual education needs.

5. Sixty-one schools or 42 percent of the respondents feel good about adequacy of their present bilingual programs in meeting the needs of their children.

6. Despite conclusion number 5, the same respondents identified many other kinds of activities needed when given the opportunities to select from the total list of activities authorized by the law.

7. The total number of children with bilingual education needs is computed to be 57,709.

8. Under present levels of funding, schools and school districts report that the bilingual education needs of 15,255 children are being partially or fully met through existing programs.

9. The number of Indian children with UNMET BILINGUAL EDUCATION NEEDS is computed to be 42,454.

APPENDIX

1. Letter to JOM Public School Districts
2. Letter to BIA Assistant Area Directors for Education
3. Questionnaire

NATIONAL INDIAN TRAINING AND RESEARCH CENTER
SUITE 204 • 2121 SOUTH MILL AVENUE • TEMPE, ARIZONA 85282
PHONE (602) 967-9484

URGENT

Dear Superintendent of Schools

This is an urgent request for information concerning the bilingual education needs of the Indian children enrolled in your school district.

The Congress of the United States, through P.L. 93-380, authorized an assessment of the bilingual education needs of Indian children enrolled in public schools receiving assistance through the Johnson O'Malley Act program. The National Indian Training and Research Center has contracted to make this assessment.

The time deadline is critical. Please assist us even though your reply may be negative.

The enclosed questionnaire has been prepared for easy completion. If at all possible, please mail return by October 10, 1975.

Your timely cooperation will be appreciated very, very much.

Sincerely Yours,

Francis McKinley

Francis McKinley
Executive Director

FM/sm

Enclosure

NATIONAL INDIAN TRAINING AND RESEARCH CENTER
SUITE 204 • 2121 SOUTH MILL AVENUE • TEMPE, ARIZONA 85282
PHONE (602) 967-9484

URGENT

Memorandum

To: All Assistant Area Directors for Education

From: Francis McKinley, Executive Director, NITRC

Re: BILINGUAL NEEDS ASSESSMENT

The BIA is required by law (P.L. 93-380) to assess the bilingual education needs of all Indian school children (K-12) in Federal, contract and public schools receiving assistance through the Johnson O'Malley Act program. The National Indian Training and Research Center has contracted to make the needs assessment survey. The time deadline is absolutely critical.

To meet the deadline (October 20) for assembling all the information, will you

(1) forward a copy of the easy-to-complete questionaire to each Federal and contract school under your jurisdiction with the urgent request that the Principal (or Superintendent) return the questionnaire directly to us.

or

(2) have a member of your staff complete a questionnaire for each school from area records and supplemental telephone information needed.

Your timely cooperation will be appreciated very, very much.

Sincerely Yours,

Francis McKinley

Francis McKinley
Executive Director

FM/sm

Enclosures

BILINGUAL NEEDS SURVEY

This questionnaire concerns only the bilingual and related education needs of Indian (and Alaskan Native) children with limited English speaking ability. Under the meaning of the law (P.L. 93-380) these are interpreted to be the children who come from homes where the Indian (or Native) language is the dominant language spoken.

If your school (or school district) does not have Indian (or Native Alaskan) children with limited English-speaking ability, please complete only Part I of this questionnaire and return promptly to NITRC.

Part I (Negative Reply)

1. Our school (or school district) does not have Indian (or Native) children with limited English-speaking ability under the definition given above.

   /__/ (If true, please check)

2. Present Indian (or Native Alaskan) enrollment is:

	Number of Students
a. pre-primary & kindergarten	_____
b. elementary grades	_____
c. secondary grades	_____

3. Person completing questionnaire:

   Name_____ Title_____

   School_____

   Telephone Number_____

* * * * * * * * * * * *

If your school (or school district) does have Indian (or Native Alaskan) children with limited English-speaking ability under the definition given above, please complete Parts II, III, and IV of this questionnaire.

Part II - Data Relating to the General Bilingual Education Needs of Indian (and Alaska Native) Children

1. Number of Children with bilingual education needs (by grade categories).

pre school, ages 3-5 (estimate) _____

Kindergarten _____

elementary _____

secondary _____

2.. Number of parents served by your school with limited English-speaking ability that you believe would be interested in pursuing an adult bilingual education program tailored to their needs.

Your best estimate _____

3. Do the parents generally favor bilingual education programs for their children?

Yes ☐ No ☐

4. Do you have some teachers who are trained to teach bilingual education programs?

Yes ☐ No ☐

5. Do you have bilingual teacher aides in your school programs?

Yes ☐ No ☐

6. If No, are bilingual adults available in the community for this purpose?

Yes ☐ No ☐

Part III - Data Relating to the Adequacy of Present Programs to Meet the Bilingual Education Needs of Indian (and Alaskan Native) Children

1. Does your school now have any bilingual education programs?

Yes ☐ No ☐

2. How is the present program (or programs) being funded? (Check all that are applicable)

a. Title I (ESEA) ☐
b. Title VII, as amended (ESEA) ☐
c. Title IV, Indian Education Act ☐
d. Johnson O'Malley Act funds ☐
e. Regular school funds ☐
f. Tribal funds ☐
g. Other_____ ☐
h. Other_____ ☐

3. How many children are being served in the presently funded programs?

pre-school _____

kindergarten _____

elementary _____

secondary _____

adults _____

4. To your knowledge does the tribe (or local Indian group) have a funded program for adults that is related to bilingual education?

Yes ☐ No ☐

5. Many schools enrolling Indian (and Alaskan Native) children have bicultural programs that supplement and relate closely to bilingual education. Does your school (or school district) now have bicultural programs?

Yes ☐ No ☐

6. Please rate the following statement on the scale given: "Our present programs adequately meet the bilingual education needs of our school children.

☐ ☐ ☐ ☐

strongly agree agree disagree strongly disagree

7. Has a formal bilingual needs assessment been conducted in your district?

Yes ☐ No ☐

a. If yes, are the results (completed instruments) on file and available?

Yes ☐ No ☐

b. If yes, were the Indian parents included in the needs assessment?

Yes ☐ No ☐

Part IV - Perceived Bilingual Program Needs

Please indicate which of the following authorized activities (under Title VII, as amended) are needed in your school (or school district). These are the needs in addition to the present on-going activities.

Authorized Activity	Check If Needed	Number To Be Involved
1. Special instruction in English language skills.	☐	_____
2. Instruction in Native language skills.	☐	_____
3. Subject matter instruction using the child's first (native) language.	☐	_____
4. Instruction in the culture and heritage of the child.	☐	_____
5. Research in bilingual education (e.g. in-depth needs assessment, evaluation, etc.)	☐	_____
6. Preservice and In-service training of teachers.	☐	_____
7. Preservice and In-service training of classroom Aides.	☐	_____
8. Preservice and In-service training for administrators.	☐	_____

Authorized Activity	Check If Needed	Number To Be Involved
9. Training for parents of children included in a bilingual education program.	☐	_____
10. Employment of bilingual counselors.	☐	_____
11. Training of bilingual counselors.	☐	_____
12. Fellowships for graduate study-teachers.	☐	_____
13. Program to establish closer cooperation between the hone and the school.	☐	_____
14. Program in early childhood bilingual education.	☐	_____
15. Other: (Please specify)	☐	

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